

**A PROCESS-GENRE BASED APPROACH TO TEACHING WRITING
DISCUSSION TEXT TO SENIOR HIGH SCHOOL STUDENTS**

A RESEARCH PAPER

Submitted to the English Language Education Study Program in Partial Fulfilment
of the Requirements for Bachelor's Degree



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PAGE OF APPROVAL

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STATEMENT OF AUTHORIZATION

I, Fransiska Dewi Retno, declare that this research paper entitled “A Process-Genre Based Approach to Teaching Writing Discussion Text to Senior High School Students”, is ultimately my own work. Nevertheless, I am completely aware that I have referenced many sources, including quotations of statements and ideas, to support this research paper. I have followed the ethics of science utilized in scientific societies to avoid plagiarism. If there is a violation of scientific ethics discovered later, I am willing to bear the risk.

Bandung, 12nd of August 2022

A handwritten signature in black ink, appearing to be 'FRANSISKA DEWI RETNO', written in a cursive style.

Fransiska Dewi Retno

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Bandung, 12nd of August 2022



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ABSTRACT

This study aimed to investigate the use of Process-Genre based approach to teaching writing Discussion text to twelve-graders of one senior high school in Majalengka, West Java. This study also aimed to observe students' responses towards the use of this approach. This study utilized a descriptive research design employing the characteristics of a case study. The data were gained from several sources, including classroom observation, students' written texts, and interview. The data from observation were analysed based on the implementation of Process-Genre based approach in the classroom. Moreover, students' written texts from six students were analyzed in terms of the schematic structure and linguistic features of Discussion text using the framework of SFL. Finally, the data from the interview were analyzed based on a descriptive analysis procedure (Sugiyono, 2012). The findings showed that Process-Genre based approach was beneficial to improve students' performance in writing Discussion text. All students fulfilled four significant structure of Discussion text and used various linguistic features in their writing. Furthermore, the students showed positive responses towards the teaching program saying that they learnt new things about the genre, experienced writing processes, and expanded their knowledge about grammar. Nevertheless, it was noted that group one students needed more exposures, guidance and explicit teaching in Modeling stage to help them improve their ability in writing. The findings of this study are expected to enrich the resources about teaching writing in Indonesia and provide information to cope with the problems related to the approach in EFL classroom in Indonesia.

Keywords: Writing, Process-Genre Based Approach, SFL, Discussion Text

PENDEKATAN BERBASIS PROCESS-GENRE DALAM PENGAJARAN MENULIS TEKS DISKUSI PADA SISWA SMA

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ABSTRAK

Penelitian ini bertujuan untuk meneliti penggunaan pendekatan berbasis Proses-Genre dalam pengajaran menulis teks Diskusi pada siswa kelas dua belas di salah satu SMA di Majalengka, Jawa Barat. Penelitian ini juga bertujuan untuk melihat respon siswa terhadap penggunaan pendekatan ini. Penelitian ini menggunakan desain penelitian deskriptif dengan karakteristik studi kasus. Data diperoleh dari beberapa sumber, antara lain observasi kelas, teks tulis siswa, dan wawancara. Data hasil observasi dianalisis berdasarkan penerapan pendekatan berbasis Process-Genre di kelas. Selain itu, teks tulis siswa dari enam siswa dianalisis berdasarkan struktur skematik dan ciri kebahasaan teks Diskusi menggunakan kerangka SFL. Terakhir, data hasil wawancara dianalisis berdasarkan prosedur analisis deskriptif (Sugiyono, 2012). Temuan menunjukkan bahwa pendekatan berbasis Proses-Genre bermanfaat untuk meningkatkan kinerja siswa dalam menulis teks Diskusi. Semua siswa memenuhi empat struktur penting teks Diskusi dan menggunakan berbagai fitur kebahasaan dalam tulisan mereka. Selanjutnya, para siswa menunjukkan respon positif terhadap program pengajaran dengan mengatakan bahwa mereka belajar hal-hal baru tentang genre, mengalami proses menulis, dan memperluas pengetahuan mereka tentang tata bahasa. Namun demikian, dicatat bahwa siswa kelompok satu membutuhkan lebih banyak paparan, bimbingan dan pengajaran eksplisit dalam tahap Modeling untuk membantu mereka meningkatkan kemampuan mereka dalam menulis. Temuan penelitian ini diharapkan dapat memperkaya sumber tentang pengajaran menulis di Indonesia dan memberikan informasi untuk mengatasi masalah yang berhubungan dengan pendekatan ini di kelas EFL di Indonesia.

Kata Kunci: Menulis, Pendekatan Berbasis Proses-Genre, SFL, Teks Diskusi

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